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ABSTRACT

Purposes of this study were to (1) investigate the validity of Maslow's Hierarchy of Needs as it applies to young children; (2) determine developmental shifts in expressed motivational needs; (3) gather information concerning the worries and fears of young children, particularly those of low socioeconomic status; and (4) gather data regarding choices and decisions that teachers allow children to make in the classroom. With Maslow's hierarchy of needs as a theoretical frame of reference, 200 children in kindergarten, second grade, and fourth grade were interviewed about what three wishes they would like to have and why, fears and worries, and what they would like to study. Children's responses were recorded by a concealed tape machine. An open-ended questionnaire was used to ask teachers to list choices they allow children to make in their classrooms. Findings, supportive of Maslow's framework, indicated that: (1) expressed physiological and love needs decrease with age; and (2) safety, esteem, and self-actualization needs increase with age. Children expressed similar fears despite age, socioeconomic status, and ability level differences. Teachers reported allowing students to make choices primarily in nonacademic areas. Further study of teacher responses is planned. Appended are summaries of children's wishes, expressed according to grade level and socioeconomic status. Children's responses to questions are also categorized and compared. (BJD)

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Motivation in the Classroom:

A Pilot Study

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Running head: Motivation in the Classroom

Abstract

Recent research has yielded positive correlations between various measures of motivation and academic achievement. This investigation examined factors that might influence student motivation itself. With Maslow's Hierarchy of Needs as a theoretical frame of reference, 200 children in Kindergarten, Grades 2 and 4, were questioned as to what three wishes they would like to have and why; fears and worries; and what they would like to study. A questionnaire asked teachers to list choices they allow children to make in their classrooms. A significant developmental shift was found ($X^2(8)=23.78$, $p < .01$) with expressed physiological and love needs decreasing, and safety, esteem, and self-actualization needs increasing, with age. In general, children expressed similar fears, although there were some age, socioeconomic status, and ability level differences. Study interests were idiosyncratic. Teachers reported allowing students to make choices primarily in non-academic areas. Implications for the classroom are discussed.

Motivation in the Classroom: A Pilot Study

What can a teacher do to catch and hold the attention of students? It is an important question, because a number of studies during the past decade have reported positive correlations between time spent on task and academic achievement (see Anderson, 1981; Denham & Lieberman, 1980, for reviews of this literature). It is also, at heart, a motivational question, involving the arousing, sustaining, and direction of human behavior (cf. Cofer & Appley, 1964). There are, of course, numerous theories of motivation. Most point to one or the other factor as the primary explanation of why behavior occurs. The hierarchical needs theory of Abraham Maslow (Maslow, 1954) differs in that it stresses multiple determinants of behavior. According to Maslow, motivational needs fall into five categories which can be placed in a hierarchy. The categories ascend in this order: physiological needs, safety needs (both physical and psychological safety), love needs (both to give and to receive; on a one-to-one basis and as a member of a group), esteem needs (achievement and recognition for that achievement), self-actualization needs (creativity, curiosity, desire for knowledge and world understanding). Maslow proposes that physiological needs must be more or less satisfied before safety needs can sssume priority in motivating behavior; that safety needs must then be satisfied to at least some minimum extent before love needs will come to the fore, and so on. He maintains that there is a developmental aspect

to this process and that higher-level needs begin to predominate only as individuals reach adulthood.

Most of the research to investigate the validity of Maslow's model has been conducted by industrial psychologists. This reflects the interest employers have in determining, for example, whether employees will produce more or stay on the job longer if they are offered larger pensions, meeting safety level needs, or if they are allowed to assemble an entire product, as opposed to producing just one part, meeting needs for self-actualization. (For a review, see Wahba & Bridwell, 1975.)

Although Maslow's theory is frequently cited by educators, apparently just two studies have examined the validity of the model as it applies to school-age children. Groth and Holbert (1969) asked 10-14-year-old students to write three wishes. Half of these students were identified as having intelligence test scores above 130. The investigators found differences in the need levels represented by the wishes as a function of age, sex, and level of intelligence, but significance tests were not reported. Gnagey (1970) instructed students from seventh grade through the first year of college to rank a number of activities according to how much time and energy they spent on them. The various activities were believed to reflect each of the need levels. Again, there were differences according to age and sex, but no significance tests were conducted.

Statement of the Problem

This study was undertaken with several purposes in mind: (1) To investigate the validity of Maslow's hierarchical theory as it applies to young children. (2) To determine whether there are developmental shifts in expressed motivational needs. (3) To gather information concerning the worries and fears of young children, particularly those of low socioeconomic status (SES) children whose fears have received relatively little attention since the classic studies of Jersild and Holmes (1935).

The opportunity was also taken to gather data regarding the choices and decisions teachers allow in the classroom. Such choices may affect children's feelings of personal power and efficacy and thus have an impact on the esteem needs of children. A question concerning personal interests was a simple attempt to get an indication of those areas about which children are curious.

Subjects and Procedure

Children (50 each in Kindergarten, Grade 2, and Grade 4, half of low- and half of middle-SES; evenly divided as to sex) were questioned as to what three wishes they would like to have, and why; what they worry about or are afraid of; and what they would like to learn more about if they could study anything they wanted. In addition, a sample of 50 fourth-graders (25 male, 25 female) in two classrooms for the mentally gifted and talented were interviewed. Interviews were taped, using a concealed tape recorder, and later transcribed. After removing all data identifying subjects, the wishes were coded, using a

predetermined set of criteria, according to need level. Criteria were developed from data gathered in an earlier study. The child's answer to the question, "Why do you wish..." was considered of prime importance in determining the need level represented. The interviewers, two graduate students in education, reiterated this question if the child's response seemed vague or unclear. Finally, an open-ended questionnaire was mailed to 45 elementary school teachers asking them to list the choices and decisions children are allowed to make in their classrooms.

Results

Since there was a tendency for each subject's answers to be correlated, the data were analyzed in terms of how many subjects at each grade level expressed at least one wish at a given level of Maslow's hierarchy. Also, since there were no significant differences between the percentage of wishes expressed at each level by children in regular fourth grade classrooms and those in fourth grade classes for the gifted and talented, the data from these two groups were combined.

Insert Table 1 about here

Statistical analysis reveals a significant developmental shift ($\chi^2(8)=23.78$, $p < .01$) in types of needs expressed. Physiological and love needs are mentioned most often by kindergarten children and decline by fourth grade. On the other hand, the percentage of children expressing wishes reflecting safety, esteem, and self-actualization

needs increases with age. There are no significant SES differences, nor are there significant sex differences, with no more than five percentage points separating the male and female subjects at any point.

The most frequently expressed wishes at the physiological level are for toys, bicycles, food, and houses. (See Appendixes A-G.) At the safety level, wishes are for various kinds of protection from robbers, strangers and siblings; for money and jobs "so I won't be poor"; and for good health. At the love level, children wish for pets, siblings, friends, and gifts to give others. At the esteem level, answers are largely idiosyncratic, although several wish for items (e.g., new clothing) so that others will not make fun of them; for success in competitive situations; and for more control and independence by having their own room, house, T.V., or "doing anything I want." Finally, at the self-actualization level, children wish for art materials, knowledge about different kinds of careers, and travel to "see places I've never seen."

The responses to the questions, "What do you worry about? What are you afraid of?" are remarkably similar. (See Appendixes H-K.) Low- and middle-SES children in Kindergarten and Grade 2, as well as the gifted and talented fourth graders, most frequently mention fears about the supernatural: witches, ghosts, the dark. Fourth graders in regular classrooms most often mention wild animals and "bugs" (spiders, worms). Low-SES children of all ages consistently rank "dogs" as a top fear, while more middle-SES children rank high concerns about being injured

or sick (fourth graders) or having pets get hurt (second graders). Mentioned by all groups are concerns about family members being hurt or being personally hurt through the violent acts of others. The gifted fourth graders are unique in worrying about "getting behind" in schoolwork or tests and grades. Since there is no overlap in the children responding in these two categories, a total of 45% of the gifted sample expressed school-related concerns, which are mentioned by only four of the 150 students in regular classrooms. Sex differences in reported fears and worries are negligible.

Unlike the clustered responses found in the data on fears and worries, the children's responses to the question concerning what they would like to study are largely individual. (See Appendixes L-N.) The typical first replies to the question revolve around traditional school subjects--math, reading, science. Once past these subjects, however, answers are almost entirely unique: children want to know more about jogging, magic tricks, nutrition, "how to be Wonder Woman." The gifted and talented students do express a greater interest in languages and other cultures.

Teachers respond with a variety of answers concerning the choices and decisions they allow children to make in their classrooms. However of the 21 most often-mentioned choices, only two seem to involve academic curriculum: choice of topics/assignments, and learning centers, although choices during creative writing/speaking might also be considered to fall into this category.

Insert Table 2 about here

Discussion and Conclusion

The results are generally supportive of Maslow's hierarchical framework, with the exception of the reversal of love and safety needs, i.e., wishes indicative of safety level needs continue to increase in frequency, while wishes indicative of love needs are showing some decline. The findings support the notion that children have a number of motivational needs, of which the desire for knowledge is just one. They also indicate that a physiologically stimulating and loving environment is an appropriate one for kindergarteners, as traditionally thought, but that such an environment would be welcomed by fourth graders as well.

It should be noted that in analyzing the data, the importance, for coding purposes, of asking the children why they wished for certain things was rapidly made clear. For example, many children said they wished they had "a lot of money." When asked why, however, they responded in a variety of ways: to buy food (physiological); so they would never be poor (safety); to buy their mother a present (love); to buy nice clothes "so people won't make fun of me" (esteem); to travel and explore the world (self-actualization). It is realized that one could continue to ask "why" following each response that the child gives until reaching some ultimate, unanswerable "why". The

decision was made to code the child's first response to this question. This is, at least, a step beyond the method most commonly used of assigning subject responses to categories according to certain a priori assumptions of the investigators. Expressed desires for money, for example, are usually considered to reflect only safety level needs.

The fears of low- and middle-SES children are surprisingly similar, given the manifest differences in their environments. The biggest difference found involved the low-SES children's fear of dogs, a fear apparently based on a number of actual, unpleasant experiences, such as being bitten or chased, or having to undergo rabies inoculations, judging from spontaneous remarks. Also surprising was the extent to which the results paralleled those obtained 30-40 years ago, despite large societal changes, such as the increases in divorce and crime rates. Finally, the fact that almost half of the gifted sample report school-related worries raises the question of whether too much pressure to achieve is being placed on these children, either by themselves or others.

Most fears and worries are similar among children, and most are in early evidence. This suggests the importance, from a humane as well as a pedagogical view (since most individuals are fascinated by what frightens them), of incorporating subjects about which children are fearful or anxious into the curriculum. Teaching common sense rules of behavior around dogs might alleviate some of the fears children have. At the same time, student interest in the topic could

be used as a basis for oral language, creative written work, art and music, even mathematics (How many centimeters long is the tail?).

Children invariably responded with traditional school subjects when asked what they would like to study or know more about. In fact, it took some probing before they began to express interests in non-traditional subjects. This may reflect the setting in which the interview took place or what the children believed the interviewer would like to hear. Or, more seriously, it may reflect a belief on the part of children that what they are interested in is not a legitimate subject of study. In any event, the uniqueness of the responses to the questions underlines the importance of leaving some room for individualization in the classroom.

The teacher responses concerning choices and decisions they allow children to make were, frankly, a surprise. The fact that a majority regard a child's misbehavior as resulting from conscious choice would seem to have a number of implications in terms of the way such individuals would approach discipline, classroom management and related matters. Less unexpected, but still somewhat surprising, were the relatively few substantive choices allowed by the teachers responding. Recent research has yielded results that indicate, "People. . . . are happier, healthier, more active, solve problems better, and feel less stress when they are given choice and control" (Seligman & Miller, 1979, pp. 367-368). An on-going study by the author is, therefore, taking a closer look at the choices allowed by teachers in the

classroom. Other questions being examined are: What do teachers see themselves as doing to engage and sustain the attention of students? What do observers perceive? What motivational needs are met by these techniques? What is the match between the expressed needs of children and the motivational techniques used by teachers?

It is recognized that these are relatively general, unsophisticated questions, but the area of motivation has long existed in a forgotten crack between the fields of education and psychology. Research concerning the relationship of such motivational measures as on-task time to student achievement, as well as recurrent criticism concerning the lack of relevance of today's schools, emphasize the importance of closing this gap.

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Table 1

Number and Percentage of Subjects at Each Grade Level Who Expressed at Least One Wish at a Given Level of Maslow's Hierarchy

Level	Grade K	Grade 2	Grade 4
Physiological	39[a] (78%)	37 (74%)	58 (58%)
Safety	4 (8%)	15 (30%)	46 (46%)
Love	31 (62%)	23 (46%)	53 (53%)
Esteem	6 (12%)	12 (24%)	29 (29%)
Self-actualization	15 (30%)	15 (30%)	38 (38%)

[a] n = 200 (50 at Kindergarten and Grade 2 levels; 100 at Grade 4 level).

* $\chi^2(8) = 23.78$, $p < .01$).

Table 2

Choices and Decisions Elementary Teachers[a] Report Allowing Children to Make in Their Classrooms

		Number of Teachers Reporting
1.	Obey rules or not	23
2.	Who to sit with, partners, teams	21
3.	Art choices	19
4.	Free time choices	17
5.	Library books	15
6.	P.E. activity/equipment	13
7.	Where to sit	13
8.	Choose officers/captains	12
9.	Choose topics/assignments	12
10.	Choose record/song/story	11
11.	Learning centers	8
12.	Which toys/games	7
13.	Extra work	6
14.	What to share	6
15.	Whether to participate	6
16.	Creative writing/speaking	6
17.	Work/not work	5
18.	When to work	5
19.	What food prepare/eat	5
20.	Prizes/rewards	4
21.	Take paperwork home	4

Note. $\bar{M}$ number of choices listed by teachers = 7.72. Range = 1-17.

[a] Thirty-nine of 45 teachers returned questionnaire.

APPENDIX A

SUMMARY OF WISHES EXPRESSED BY KINDERGARTEN CHILDREN

OF LOW SOCIOECONOMIC STATUS[1]

PHYSIOLOGICAL	#[2]	SAFETY	LOVE	#	ESTEEM	#	SELF-ACT.	#
Toys and games	20	None	Pets	8	My own house	1	Art materials	4
Food	13		Brothers and sisters	6	Fingernail polish--look pretty	1	Shoot baskets	1
Bicycle	5		Gifts to give	3	A pretty house	1	Be a doctor	1
Car--to get basic items	2		Toys to play with people	2	Be grown up--act like a big boy; know how to talk	1	Batman costume to pretend	1
Purse	1		Daddy back from Germany	1			Bike--ride all around	1
Snowman	1		Phone to talk to somebody	1				
Christmas (for toys)	1							
Plant	1							

[1]N = 26 (13 M; 13 F)

[2]Number of subjects expressing at least one wish at this level.

APPENDIX B

SUMMARY OF WISHES EXPRESSED BY KINDERGARTEN CHILDREN

OF MIDDLE SOCIOECONOMIC STATUS[1]

PHYSIOLOGICAL	#[2]	SAFETY	#	LOVE	#	ESTEEM	#	SELF-ACT.	#
Toys	13	Boxing gloves--chase strangers out of house	1	Pets	15	Be older so can be in first grade	1	Art materials	4
Bicycle	6	Be a bulldog and stop people stealing things	1	Gifts to give	5	Be Jesus--do stuff like magic	1	Flowers--they are pretty	2
Amusement park rides	2	Ladybug--for good luck	1	Baby to hold	2	Be king--do anything I want	1	Learn about pets	2
Candy	2	A place to hide	1	Doggie back from heaven	1			Learn calendar	1
Horse to ride	1			My own house--for friends to live there	1			How to be a teacher--want to be smart	1
Motorcycle	1			Live in Madera--friends there	1				
Watch cartoons	1			Wish for Daddy to come back	1				
House to play in	1								
Typewriter	1								
Desk	1								

[1] N = 24(12 M; 12F)

[2] Number of subjects expressing at least one wish at this level.

APPENDIX C

SUMMARY OF WISHES EXPRESSED BY SECOND GRADE CHILDREN

OF LOW SOCIOECONOMIC STATUS[1]

PHYSIOLOGICAL	#[2]	SAFETY	#	LOVE	#	ESTEEM	#	SELF-ACT.	#
House	6	Money (won't get poor)	5	Gifts	9	New house--ours is junky, etc.	3	Car--to go anywhere I want to go	8
Bicycle	5	Strongest man in world--don't have to worry	1	Pets to care for	3	Bike--people tease me because I don't have one	1	To be football player	1
Toys	4	House people won't break in	1	Friends	2			To be a doctor and learn how to do everything	1
Food	3	Brother who won't hit me	1	Get married	1			Mathbooks to work in	1
Minibike, moped, motorcycle	3	Dog for protection	1	Pet shop--love animals	1			To draw good	1
Swimming pool	2			(Dead) uncle come back alive	1			Go to Disneyland (never been)	1
Clothing	2			Visit relatives	1			Colored pens	1
Skates	2			Sisters and brothers	1			Clay--make stuff	1
Money to buy basic items	2								
Car (to get groceries)	1								
Purse	1								

[1]N = 26 (13 M; 13F)

[2]Number of subjects expressing at least one wish at this level.

APPENDIX D

SUMMARY OF WISHES EXPRESSED BY SECOND GRADE CHILDREN

OF MIDDLE SOCIOECONOMIC STATUS[1]

PHYSIOLOGICAL	#[2]	SAFETY	#	LOVE	#	ESTEEM	#	SELF-ACT.	#
Bicycle	7	Lots of toys--sister keeps breaking	2	Pets	4	Quit school	2	Drawing pad	1
Toys	7	Lots of money	1	See my Dad	2	Nice house--ours isn't very nice	1	Scientist or artist	1
Bed	3	Good job	1	Car (dune buggy) for wife and kids	2	T.V. of own	1	Be a policeman	1
Clubhouse	3	Toy gun--shoot burglars	1	Help Mom	1	Own room--brother cries	1	Be a singer	1
House	2	Mom get well	1	Mom get married	1	Grown up enough to help Dad	1	Garden--grow things	1
Motorcycle, dirtbike	2	Money to pay off house	1	Lots of friends	1	Own room--sister messes up	1		
Clothes	2			Bunkbeds--so friends don't sleep on floor	1	A different name	1		
Pool	2			Mgr. wouldn't make cats be on leashes	1	A house--just for me	1		
Hawaii, swim all day	1					A dress--to look pretty	1		
Car	1								
Candy	1								
Farm--to play	1								
Horse--to ride	1								
Guitar	1								
Desk	1								
Bike pedal	1								
Disneyland--rides	1								
Go to concert--like singing	1								

[1] N = 24 (12 M; 12F)

[2] Number of subjects expressing at least one wish at this level.

APPENDIX E

SUMMARY OF WISHES EXPRESSED BY FOURTH GRADE CHILDREN

OF LOW SOCIOECONOMIC STATUS[1]

PHYSIOLOGICAL	#[2]	SAFETY	#	LOVE	#	ESTEEM	#	SELF-ACT.	#
Toys	5	Money	9	Gifts	5	New clothes--wear to school	1	Car, motorcycle--get places fast	
House	4	Two bikes--in case one got messed up	1	Pets	4	Own room	1	I've never seen	7
Lovebug, minibike, go-cart	4	Dog to protect	1	Be with friends	2	Learn better--don't learn that good	1	Be a teacher	2
Bicycle	3	Stay alive forever	1	Happy family	1	Best scientist in the world	1	Be a doctor	2
Car--to get basic items	1	Family stay alive	1					Coach team	1
Swimming pool	1	House (people are stripping his house)	1					Have science lab. and make stuff	1
Skates	1							Travel around world	1
Car	1							Math books	1
Big yard	1							Spelling books	1
Clothes	1							Books about president	1
								Whole library to self	1
								Art materials	1
								Live by self--see if could do it	1
								Get education	1
								New clothes--old ones boring	1
								College--like school	1
								To be a singer--have capabilities	1
								Work in store	1

[1] N = 26 (13 M; 13F)

[2] Number of subjects expressing at least one wish at this level.

APPENDIX F

SUMMARY OF WISHES EXPRESSED BY FOURTH GRADE CHILDREN

OF MIDDLE SOCIOECONOMIC STATUS[1]

PHYSIOLOGICAL	#[2]	SAFETY	#	LOVE	#	ESTEEM	#	SELF-ACT.	#
Bicycle	5	Money to save	2	See friend who moved; not have to move	5	Get out of school	2	Travel	3
House	3	Dad a job--getting fired	1	Pets	5	Hit balls so kids wouldn't make fun	1	Skate lessons	3
Money to buy things I need	3	Not get sick	1	Gifts to give	2	Win all games	1	Cars--to drive around	2
Pool	3	Family not getting sick	1	Have more friends	1	Race cars/get sponsors	1	Put models together	1
Dirt bike/motorbike	2	Not be late to school	1	Dog still alive	1	My own bedroom	1	Draw	1
Baseball equipment	1	No brothers--beat me up	1	Be Peter's girlfriend	1	Race motorcycle	1	BB gun--practice shooting	1
Baseball tickets	1	No more crime	1	Someone to talk to	1	Be better in math	1	Art materials	1
Car	1	World neater--no fights	1			Be 21--do anything	1		
Gun	1					Have birthday every month	1		
Magic Mtn.--rides	1					Straight A's--never have	1		
Miniature golf	1					Be in Olympics	1		
Skates and outfit	1								

[1]N = 24 (12 M; 12 F)

[2]Number of subjects expressing at least one wish at this level.

APPENDIX G

SUMMARY OF WISHES EXPRESSED BY

GIFTED FOURTH GRADERS[1]

PHYSIOLOGICAL	#[2]	SAFETY	#	LOVE	#	ESTEEM	#	SELF-ACT.	#
House	7	Sibling who won't pick fights	7	Pet	15	Everyone to know who I am	2	Give money to poor	2
Toys	5	Money	6	More friends	7	Not work hard	2	Live where its pretty	2
Bicycle	4	Good health	4	Gifts	4	Do what I want to do	2	Travel--would be interesting	1
Car	3	Be happy	3	See old friends	2	Get good grades	2	Better piano player	1
Motorcycle	2	Sick people get well	3	See relatives	2	Have own room	1	Dancer	1
Food	2	Get a good job	2	Have family together	2	Go anywhere I want	1	Better in gymnastics	1
Things for house	2	Go to heaven	2	Dad come back	1	Play football good in competition	1	Veterinarian	1
Stereo	2	No bad grades	1	Have Mom home	1	Break bad habits	1	Good in sports	1
Baseball cards	2	Not get in trouble	1	Kids of own	1	Be on the Lakers	1	Make models	1
Dirt bike	1	No accidents	1	Sister come home	1	Win State cup	1	Nobody to starve	1
Skateboard	1	Not die	1	Things for pet	1	Get more education than father	1	Pilot	1
Cabin	1	Family problems go away	1	To be liked	1	Brains--can't learn very good	1	Major in computers	1
Tree house	1	Not get mugged	1	A brother	1	Have own tent	1	Do experiments	1
Airplane	1	No air pollution	1	A wife	1	Be a bachelor--do more things	1	Read math books	1
Bed	1	No inflation	1					Doctor	1
Vacation	1	Wish bad things go away	1					Car--to explore	1
"To play"	1	Not have children of own with problems	1						

[1]N = 50 (25 M; 25F)

[2]Number of subjects expressing at least one wish at this level.

APPENDIX H

QUESTIONS: IS THERE ANYTHING YOU ARE SCARED OF? WHY?
DO YOU EVER WORRY ABOUT ANYTHING? WHY?

SAMPLE: 78 CHILDREN (39M; 39F) OF LOWER SOCIOECONOMIC STATUS

CATEGORIES	KDGTN. (13M;13F)		2ND (13M;13F)		4TH (13M;13F)	
1. Dark, supernatural, dreams, someone scaring you	18[1]	#1[2]	13	#1	8	
2. Wild animals, snakes, spiders, worms, bugs	10	#2	6		15	#1
3. Dogs	8	#3	9	#2	14	#2
4. Fights, getting hurt or killed by others	4		9	#2	6	
5. Family member hurt, sick, dying, working too hard	4		3		11	#3
6. Drowning	2		-		-	
7. Robbers, stealing	2		1		1	
8. Separation from others	2		-		2	
9. Spanking	2		4		1	
10. Fires	1		3		1	
11. T.V.; movies	1		3		2	
12. Tornados; earthquakes	1		1		-	
13. Needle (injection)	1		-		-	
14. Pet missing or hurt	-		3		-	
15. Run over by car	-		1		-	
16. Cats	-		-		1	
17. Bad eyesight	-		-		1	
18. Classroom tests	-		-		1	

[1]Number of children expressing this fear or worry.
Four percent of the low-SES children reported no fears or worries.

[2]Rank.

APPENDIX I

QUESTIONS: IS THERE ANYTHING YOU ARE SCARED OF? WHY?
DO YOU EVER WORRY ABOUT ANYTHING? WHY?

SAMPLE: 72 CHILDREN (36M; 36F) OF MIDDLE SOCIOECONOMIC STATUS

CATEGORIES	KDGTN. (12M;12F)		2ND (12M;12F)		4TH (12M;12F)	
1. Dark, supernatural, dreams. someone scaring you	5[1]	#1[2]	8	#1	3	
2. Wild animals, snakes, spiders, worms, bugs	4	#3	4		9	#1
3. Dogs	-		-		4	
4. Fights, getting hurt or killed by others	-		1		5	#2
5. Family member hurt, sick, dying, working too hard	5	#1	8	#1	5	#2
6. Robbers, stealing	2		1		1	
7. Separation from others	1		3		1	
8. Spanking; in trouble	-		1		3	
9. T.V.; movies	1		-		2	
10. Needle (injection)	1		-		-	
11. Pet missing or hurt	2		7	#3	2	
12. Run over by car	-		-		1	
13. Classroom tests	-		2		3	
14. Self hurt or dying	1		1		5	#2

[1]Number of children expressing this fear or worry.
Nineteen percent of the middle-SES children reported no fears or worries.

[2]Rank.

APPENDIX J

QUESTIONS: IS THERE ANYTHING YOU ARE SCARED OF? WHY?
DO YOU EVER WORRY ABOUT ANYTHING? WHY?

SAMPLE: 50 CHILDREN (25M; 25F) in 4TH GRADE CLASS FOR THE GIFTED AND TALENTED

CATEGORIES	# EXPRESSING FEAR OR WORRY[1]
1. Dark, supernatural, dreams, someone scaring you	12
2. Getting behind in schoolwork	12
3. Fights, getting hurt or killed by others	11
4. Family member hurt, sick, dying, working too hard	11
5. Classroom tests	9
6. Wild animals, snakes, spiders, worms, bugs	8
7. Self hurt or dying	7
8. Spanking; in trouble	6
9. Robbers, stealing	5
10. Pet missing or hurt	5
11. Falling	5
12. T.V.; movies	4
13. Dogs	4
14. Run over by car; car accident	3
15. Paying bills; finances	2
16. Needle (injection)	1
17. Fires	1
18. Separation from others	1

[1]Eight percent of the gifted children reported no fears or worries.

APPENDIX K

COMPARISON OF MOST OFTEN-MENTIONED FEARS OF
GIFTED, LOW, AND MIDDLE SOCIOECONOMIC STATUS SUBJECTS

K

Low SES	#[1]	Middle SES	#
Supernatural	18	Supernatural	5
Wild animals	10	Family member hurt	5
Dogs	8	Wild animals	4
Hurt by others	4		
Family member hurt	4		
n = 26		n = 24	

2

Low SES	#	Middle SES	#
Supernatural	13	Supernatural	8
Hurt by others	9	Family member hurt	8
Dogs	9	Pet hurt	7
Wild animals	6	Wild animals	4
n = 26		n = 24	

4

Low SES	#	Middle SES	#
Wild animals	15	Wild animals	9
Dogs	14	Family member hurt	5
Family member hurt	11	Hurt by others	5
Supernatural	8	Self hurt	5
n = 26		n = 24	

Gifted	#
Supernatural	12
Getting behind in schoolwork	12
Hurt by others	11
Family member hurt	11
Tests, grades	9
n = 50	

[1]The number of expressed fears may be more than the number of subjects because subjects could express more than one fear.

APPENDIX L

QUESTION: IF YOU COULD STUDY ANYTHING YOU LIKED, WHAT WOULD YOU WANT TO STUDY? WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

SAMPLE: 78 CHILDREN (39M; 39F) OF LOWER SOCIOECONOMIC STATUS[1]

KINDERGARTEN (13M;13F)		2ND (13M;13F)		4TH (13M;13F)	
ABC's	6	Math	3	Math	9
Numbers	6	Teachers	3	Reading	9
Birds, animals	3	Make things	2	Scientists	8
Read books	2	Doctors	2	Spelling	4
Make something	2	Movie stars	2	Writing	3
Rivers	2	Read	2	Art	3
Art	2	Gymnastics	2	Animals	2
John Henry	1	Art	2	Football	2
What big kids do	1	M.L. King	2	Gymnastics	2
Birthdays	1	Karate	1	Whales	2
Me	1	Cars	1	How to help animals	1
Cars	1	Build houses	1	Exciting stories	1
Exercises	1	Girls	1	Make things	1
Singers	1	Take care of pets	1	Sculpture	1
Colors	1	Train animals	1	Building cars	1
How to write name	1	How to study	1	Nurses	1
Use scissors	1	Football	1	Olympics	1
Secretaries	1	Race car drivers	1	Ballet	1
Clowns	1	How to be president and get prices down	1	Doctors	1
Work at McDonald's	1	Jogging	1	Singers	1
How to be Wonder Woman	1	Artists	1	Nutrition	1
How to be teacher	1	Being good	1	Magic tricks	1
How to share	1	Black history	1	Famous people	1
How to draw	1	Tennis	1	California history	1
How to make house to earn money	1	Write letters	1		
How to make monsters	1	Homework	1		
		People	1		
		Being careful when you're alone	1		
		Presidents	1		

[1]Ten (13%) of the children did not express any study interests.

APPENDIX M

QUESTIONS: IF YOU COULD STUDY ANYTHING YOU LIKED, WHAT WOULD YOU WANT TO STUDY? WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

SAMPLE: 72 CHILDREN (36M; 36F) OF MIDDLE SOCIOECONOMIC STATUS[1]

KINDERGARTEN (12M;12F)		2ND (12M;12F)		4TH (12M;12F)	
How to read	2	Math	6	Space	4
How to color pretty	2	How to write better	2	Math	3
How to make words	1	Animals	2	Animals	3
How to make a camel	1	Drawing	2	Reading	2
How to stay home	1	Spelling	1	Spelling	2
How to cut paper	1	How to read good	1	History	1
How to draw	1	How to keep from getting fired	1	Geography	1
How to make money	1	Puzzles	1	Books--fiction	1
How to build a house	1	Rules--no fighting	1	Trucks, trains	1
Baby bears	1	How to get out of school	1	How to be a pilot	1
Making presents	1	Magnets	1	Make things/ crafts	1
How to get out of school	1	How to drive	1	Anatomy	1
Dancing	1	Stories	1	Work faster	1
Singing	1	How to make school be fun	1	Art	1
				Cooking	1
				Get rid of teachers	1
				Fairy tales	1

[1]Twenty-two (31%) of the children did not express any study interests.

APPENDIX N

QUESTIONS: IF YOU COULD STUDY ANYTHING YOU LIKED, WHAT WOULD YOU WANT TO STUDY? WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

SAMPLE: 50 (25M; 25F) GIFTED FOURTH GRADERS[1]

Math	8
Space	3
How to be an artist	3
Languages	3
Animals	2
Marine biology	2
Computers	2
Physical education	2
Spanish	2
Typing	2
How to be a doctor	2
Germany	2
Knights	1
How to use a gun	1
How to make a laser pistol	1
How to play hockey	1
Great racing car drivers	1
Nature	1
Chemistry	1
Electronics	1
Mechanics	1
Bicycles	1
Science	1
Biographies	1
Reading	1
Italian	1
Crocheting	1
Human body	1
Sculpting	1
Indians	1
Being a teacher	1
Swedish	1

[1]Seven (14%) of the children did not express any study interests.